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ABSTRACT

This report contains a summary of reactions to recommendations that are contained in the report, "A General Report--The Financing of Elementary and Secondary Education in North Dakota." Opinions were solicited at eight hearings across the state from over 200 North Dakota citizens interested in promoting equity in educational finance programs. At these hearings, participants analyzed, evaluated, and reacted to 46 recommendations that had been developed by a study group. The reactions are reported in the book by geographic area, high school size, role of lay citizens versus professional educators, as well as by all participants in general. Results indicated a consistency of response among respondents and substantial agreement with recommendations. Numerous tables are offered together with a copy of the questionnaire. (Author/LD)

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Reactions to FESEND Recommendations

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REACTIONS TO FESEND RECOMMENDATIONS

The Financing of Elementary and Secondary Education in North Dakota

"The FESEND Project"

by

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INTRODUCTION

Opinions and reactions were solicited from over 200 North Dakota citizens interested in educational finance problems and issues at eight "hearings" conducted across the State of North Dakota in the spring of 1979. At these hearings, participants analyzed and evaluated a series of recommendations which had been developed by the Financing of Elementary and Secondary Education in North Dakota (FESEND) study group. The participants then were asked to react to the recommendations.

The FESEND study began in the fall of 1977. Data collection and analysis activities preceded the hearings by approximately twenty months.

During the study phase of the project, study group members developed fifty-eight recommendations grouped into nine series of related topics. These recommendations were published by the University of North Dakota Bureau of Educational Research and Services in a monograph entitled "A General Report, The Financing of Elementary and Secondary Education in North Dakota."

Prior to the hearing process, the fifty-eight recommendations were reduced to forty-six. This decrease occurred for several reasons: legislative or Department of Public Instruction initiative already evidenced engagement of the problem addressed by the recommendation; the recommendation was so technical or so specialized that few would be informed about, affected by, or even interested in its content; or, clarity was believed to be enhanced by collapsing and editing the originals.

The central purpose of this publication is to report the reactions from the participants in the hearings to the forty-six recommendations.* These reactions are reported by:

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*A more detailed analysis of these and related data is in process. The dissertation, Reactions to the Recommendations of the Financing of Elementary and Secondary Education in North Dakota (FESEND) Project and Selected Demographic Characteristics of Respondents, written by Bruce Montplaisir is scheduled for completion in 1980.

1. All participants . . . an "overall" reaction
2. Geographic area
3. High school size
4. "Role"--lay citizens separated from professional educators.

Geographic area designations were similar to but not identical with State Planning Districts. (North Dakota has employed several different sets of eight regions for varying purposes; several other groupings were considered.)

Size classifications were chosen to conform to the size categories employed in the current foundation program to assign "weights" or "indexes" for purposes of differentiating state support based on size of school. Lay citizens (school board members, clerks, other school patrons) were distinguished from professional educators (school teachers, school administrators, county superintendents).

Additional demographic data were secured on age of respondents and whether or not respondents had children currently attending public school. Those data are not reported in this monograph.

An interesting demographic variable was deliberately not included for comparative analysis. Wealth, in some units such as valuation per pupil, was abandoned because of problems with the statistic (inconsistent true value--assessed value relationships, for instance) that led to arguments regarding what the appropriate or derived unit of measure should be.

A uniform agenda was adopted for the hearings to attempt reasonable consistency in activity and presentation prior to securing participant reaction. The agenda included:

1. Background
2. Instrument
   - Series Discussed
   - Reaction Solicited
3. Discussion
   - Individual Reaction
   - Group Reaction
4. Individual Meetings

Each hearing participant was provided with the monograph entitled "A General Report." While reference was made to this publication, participants did not have time to read or consider it in detail prior to the meeting.

Hearings had a duration of approximately three hours. The background was a brief introductory statement which described the activities of the study group and the process by which recommendations had been developed.

The survey instrument was then distributed (see Appendix A). The first part of the instrument solicited scaled reactions (strongly agree, agree, disagree, strongly disagree) to the recommendations; each of the nine series was described and participants were invited to react to the recommendations within each series. Participants were advised that if they had no opinion, were neutral, or did not comprehend or care about the recommendation, they could simply not respond. At the conclusion of this process participants were asked to complete a second part of the instrument entitled "Demographics" to provide some background information to be used in the analysis of the data.

Activity in the hearings to this point was "controlled" by the study group to attempt to gain the consistency and uniformity earlier mentioned. The last two agenda items, however, invited more "interactive" activities; participants initiated comment and argument. A third part of the survey instrument was designed to secure individual written comment and, where discussion changed reactions to recommendations, to secure modification of the original reaction. Study team members recorded oral comments. These techniques gave the study group reactions after uniform instructions and information had been given but they did not dictate a final reaction when later discussion or argument suggested changes.*

One point should be made very clear. The study group was not neutral; the recommendations were a product of study group effort. The data, their analysis, and the

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*This rather cumbersome procedure, as a matter of fact, was little used--most participants did not change their minds. The study group, however, could claim its methodological purity.

related educational finance theory which supported that effort were believed to support the recommendations stated.

While no defensiveness attended differences of opinion--and differences were thought to exist--the study group communicated their individual and collective belief that these were "good" recommendations, good in terms of promoting equity and equalization in North Dakota educational finance programs.

The effort, however, sought varieties of opinion and this monograph quite intentionally seeks to illustrate differences which might exist.

The hearings occurred on these dates at these locations:

March 26, 1979	Williston
March 27, 1979	Dickinson
March 28, 1979	Hazen
March 29, 1979	Minot
March 30, 1979	Devils Lake
March 30, 1979	Steele
April 2, 1979	Grafton
April 2, 1979	Valley City

The following page introduces readers to the format employed in reporting data. The heading gives the number of the series, the title of the series, and the number of the recommendation about which data are being reported. The phrase "relate to 2" in recommendation three indicates that this is a sub-recommendation to recommendation two.

The number following "N=" tells the number of usable responses in the grouping indicated. The "Overall Reaction" for recommendation number three indicates that there were 211 usable responses in the state, 25.6% of which were "strongly agree," and 50.7% of which were "agree." In Area 6 there were 29 responses and 48.3% of those responses were "agree."

The total number of responses by school size is four less than 211 because there were four respondents who did not reside in high school districts.

SERIES ONE - IMPROVE DATA BASE ← The Series Number
The Series Name

Recommendation 3 (relate to 2) ← A Sub-recommendation Related to Another Recommendation

The Recommendation Number

The Recommendation

Require districts to distinguish among home-to-school transportation, field trips, and activity trips.

The Number of Usable Responses

The Percentage of Respondents who "Agreed"

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	25.6	50.7	6.2	13.3	4.3
REACTIONS BY AREA					
Area 1 (N =)					
Area 2 (N =)					
Area 3 (N =)					
Area 4 (N =)					
Area 5 (N =)					
Area 6 (N = 29)	24.1	48.3	6.9	17.2	3.4
Area 7 (N =)					
Area 8 (N =)					
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N =)					
HS 75 - 149 (N =)					
HS 150 - 549 (N =)					
HS 550 & up (N =)					
REACTIONS BY ROLE					
Lay (N =)					
Professional Educator (N =)					

REACTIONS TO RECOMMENDATIONS

On the next forty-six pages, reactions to each of the FESEND recommendations is reported. Overall reactions are detailed together with reactions by geographic area, school size and role of reactor-participants.

SERIES ONE - IMPROVE DATA BASE

Recommendation 1

Support the Department of Public Instruction initiative to improve the accounting practices of North Dakota school districts.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	49.8	45.0	1.9	2.8	.5
REACTIONS BY AREA					
Area 1 (N = 33)	36.4	54.5	3.0	6.1	--
Area 2 (N = 24)	62.5	37.5	--	--	--
Area 3 (N = 12)	33.3	58.3	--	8.3	--
Area 4 (N = 27)	63.0	33.3	3.7	--	--
Area 5 (N = 33)	51.5	42.4	--	3.0	3.0
Area 6 (N = 29)	44.8	51.7	--	3.4	--
Area 7 (N = 27)	51.9	40.7	3.7	3.7	--
Area 8 (N = 26)	50.0	46.2	3.8	--	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	34.6	57.7	1.9	5.8	--
HS 75 - 149 (N = 53)	52.8	41.5	3.8	1.9	--
HS 150 - 549 (N = 59)	42.4	52.5	1.7	3.4	--
HS 550 & up (N = 43)	74.4	23.3	--	--	2.3
REACTIONS BY ROLE					
Lay (N = 74)	32.4	59.5	5.4	2.7	--
Professional Educator (N = 137)	59.1	37.2	--	2.9	0.7

SERIES ONE - IMPROVE DATA BASE

Recommendation 2

Consider accounting for all transportation costs separately from the general fund.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	29.9	54.0	4.3	9.0	2.8
REACTIONS BY AREA					
Area 1 (N = 33)	24.2	60.6	6.1	6.1	3.0
Area 2 (N = 24)	45.8	33.3	4.2	12.5	4.2
Area 3 (N = 12)	--	75.0	--	16.7	8.3
Area 4 (N = 27)	33.3	63.0	3.7	--	--
Area 5 (N = 33)	45.5	36.4	--	15.2	3.0
Area 6 (N = 29)	17.2	65.5	3.4	6.9	6.9
Area 7 (N = 27)	14.8	66.7	7.4	11.1	--
Area 8 (N = 26)	42.3	42.3	7.7	7.7	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	25.0	53.8	5.8	11.5	3.8
HS 75 - 149 (N = 53)	35.8	50.9	5.7	5.7	1.9
HS 150 - 549 (N = 59)	22.0	66.1	3.4	6.8	1.7
HS 550 & up (N = 43)	39.5	41.9	2.3	11.6	4.7
REACTIONS BY ROLE					
Lay (N = 74)	17.6	67.6	6.8	6.8	1.4
Professional Educator (N = 137)	36.5	46.7	2.9	10.2	3.6

SERIES ONE - IMPROVE DATA BASE

Recommendation 3 (relate to 2)

Require districts to distinguish among home-to-school transportation, field trips, and activity trips.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	25.6	50.7	6.2	13.3	4.3
REACTIONS BY AREA					
Area 1 (N = 33)	9.1	60.6	12.1	15.2	3.0
Area 2 (N = 24)	29.2	37.5	4.2	20.8	8.3
Area 3 (N = 12)	--	66.7	8.3	16.7	8.3
Area 4 (N = 27)	37.0	59.3	--	3.7	--
Area 5 (N = 33)	42.4	45.5	--	6.1	6.1
Area 6 (N = 29)	24.1	48.3	6.9	17.2	3.4
Area 7 (N = 27)	22.2	51.9	11.1	14.8	--
Area 8 (N = 26)	26.9	42.3	7.7	15.4	7.7
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	13.5	50.0	11.5	23.1	1.9
HS 75 - 149 (N = 53)	17.0	52.8	7.5	15.1	7.5
HS 150 - 549 (N = 59)	33.9	52.5	3.4	6.8	3.4
HS 550 & up (N = 43)	41.9	44.2	2.3	7.0	4.7
REACTIONS BY ROLE					
Lay (N = 74)	16.2	58.1	13.5	12.2	--
Professional Educator (N = 137)	30.7	46.7	2.2	13.9	6.6

SERIES ONE - IMPROVE DATA BASE

Recommendation 4 (relate to 2)

Require districts to include an amortization schedule so that capital costs of buses are uniformly stated, accounted, and attended.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	19.9	64.9	9.5	3.8	1.9
REACTIONS BY AREA					
Area 1 (N = 33)	6.1	78.8	9.1	6.1	--
Area 2 (N = 24)	16.7	66.7	4.2	8.3	4.2
Area 3 (N = 12)	8.3	83.3	8.3	--	--
Area 4 (N = 27)	22.2	66.7	3.7	7.4	--
Area 5 (N = 33)	27.3	51.5	15.2	--	6.1
Area 6 (N = 29)	17.2	65.5	13.8	3.4	--
Area 7 (N = 27)	25.9	59.3	14.8	--	--
Area 8 (N = 26)	30.8	57.7	3.8	3.8	3.8
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	13.5	69.2	13.5	3.8	--
HS 75 - 149 (N = 53)	13.2	73.6	5.7	5.7	1.9
HS 150 - 549 (N = 59)	16.9	67.8	8.5	3.4	3.4
HS 550 & up (N = 43)	41.9	48.8	4.7	2.3	2.3
REACTIONS BY ROLE					
Lay (N = 74)	9.5	73.0	16.2	1.4	--
Professional Educator (N = 137)	25.5	60.6	5.8	5.1	2.9

SERIES ONE - IMPROVE DATA BASE

Recommendation 5 (relate to 2)

Require districts to assure that the general fund is not contaminated (if the custodian drives the bus, prorate salary between functions).

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	26.5	60.7	3.8	7.6	1.4
REACTIONS BY AREA					
Area 1 (N = 33)	18.2	60.6	6.1	9.1	6.1
Area 2 (N = 24)	33.3	54.2	--	12.5	--
Area 3 (N = 12)	8.3	75.0	--	16.7	--
Area 4 (N = 27)	29.6	63.0	3.7	3.7	--
Area 5 (N = 33)	42.4	57.6	--	--	--
Area 6 (N = 29)	24.1	55.2	6.9	13.8	--
Area 7 (N = 27)	14.8	66.7	7.4	11.1	--
Area 8 (N = 26)	30.8	61.5	3.8	--	3.8
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	23.1	55.8	5.8	11.5	3.8
HS 75 - 149 (N = 53)	17.0	69.8	3.8	7.5	1.9
HS 150 - 549 (N = 59)	22.0	67.8	3.4	6.8	--
HS 550 & up (N = 43)	48.8	44.2	2.3	4.7	--
REACTIONS BY ROLE					
Lay (N = 74)	16.2	64.9	8.1	9.5	1.4
Professional Educator (N = 137)	32.1	58.4	1.5	6.6	1.5

SERIES ONE - IMPROVE DATA BASE

Recommendation 6

Where school districts cross county lines, collect and display the contribution of valuation from each county. (Reason: In order to consider any adjusting of levies, this data must be available.)

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	27.0	63.5	5.2	3.8	0.5
REACTIONS BY AREA					
Area 1 (N = 33)	12.1	78.8	6.1	3.0	--
Area 2 (N = 24)	33.3	50.0	4.2	8.3	4.2
Area 3 (N = 12)	25.0	75.0	--	--	--
Area 4 (N = 27)	40.7	51.9	3.7	3.7	--
Area 5 (N = 33)	48.5	48.5	3.0	--	--
Area 6 (N = 29)	20.7	65.5	6.9	6.9	--
Area 7 (N = 27)	18.5	70.4	11.1	--	--
Area 8 (N = 26)	15.4	73.1	3.8	7.7	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	17.3	65.4	9.6	7.7	--
HS 75 - 149 (N = 53)	28.3	58.5	5.7	7.5	--
HS 150 - 549 (N = 59)	20.3	72.9	5.1	--	1.7
HS 550 & up (N = 43)	48.8	51.2	--	--	--
REACTIONS BY ROLE					
Lay (N = 74)	14.9	70.3	12.2	2.7	--
Professional Educator (N = 137)	33.6	59.9	1.5	4.4	0.7

SERIES ONE - IMPROVE DATA BASE

Recommendation 7

Cause county and local costs for special education to be reflected accurately in SF01 (Clerk's) report.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	37.9	56.4	3.8	1.9	--
REACTIONS BY AREA					
Area 1 (N = 33)	27.3	69.7	3.0	--	--
Area 2 (N = 24)	45.8	45.8	--	8.3	--
Area 3 (N = 12)	16.7	83.3	--	--	--
Area 4 (N = 27)	40.7	55.6	3.7	--	--
Area 5 (N = 33)	63.6	30.3	3.0	3.0	--
Area 6 (N = 29)	31.0	65.5	3.4	--	--
Area 7 (N = 27)	25.9	66.7	7.4	--	--
Area 8 (N = 26)	38.5	50.0	7.7	3.8	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	25.0	71.2	3.8	--	--
HS 75 - 149 (N = 53)	24.5	69.8	1.9	3.8	--
HS 150 - 549 (N = 59)	44.1	49.2	5.1	1.7	--
HS 550 & up (N = 43)	62.8	30.2	4.7	2.3	--
REACTIONS BY ROLE					
Lay (N = 74)	24.3	66.2	8.1	1.4	--
Professional Educator (N = 137)	45.3	51.1	1.5	2.2	--

SERIES ONE - IMPROVE DATA BASE

Recommendation 8 (relate to 7)

Insure that local district budgets contain the fair proportion of the cost of services the district receives from a multi-district unit funded through county and/or state support.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	33.2	58.8	5.7	1.9	0.5
REACTIONS BY AREA					
Area 1 (N = 33)	18.2	69.7	9.1	--	3.0
Area 2 (N = 24)	45.8	50.0	--	4.2	--
Area 3 (N = 12)	33.3	66.7	--	--	--
Area 4 (N = 27)	33.3	59.3	7.4	--	--
Area 5 (N = 33)	51.5	45.5	3.0	--	--
Area 6 (N = 29)	31.0	58.6	10.3	--	--
Area 7 (N = 27)	25.9	63.0	7.4	3.7	--
Area 8 (N = 26)	26.9	61.5	3.8	7.7	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	25.0	61.5	9.6	1.9	1.9
HS 75 - 149 (N = 53)	28.3	67.9	1.9	1.9	--
HS 150 - 549 (N = 59)	28.8	62.7	6.8	1.7	--
HS 550 & up (N = 43)	55.8	37.2	4.7	2.3	--
REACTIONS BY ROLE					
Lay (N = 74)	14.9	68.9	13.5	1.4	1.4
Professional Educator (N = 137)	43.1	53.3	1.5	2.2	--

SERIES ONE - IMPROVE DATA BASE Recommendation 9 (relate to 7)

Prevent the same cost from being reported twice--which can occur easily with a shared service. (Example: District A purchases 40% of a speech therapist's time from District B; District A reports 40% of the salary and District B reports 100% of the salary and an off-setting revenue from District A.)

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	48.3	48.3	2.8	0.5	--
REACTIONS BY AREA					
Area 1 (N = 33)	45.5	51.5	3.0	--	--
Area 2 (N = 24)	66.7	29.2	--	4.2	--
Area 3 (N = 12)	16.7	83.3	--	--	--
Area 4 (N = 27)	44.4	51.9	3.7	--	--
Area 5 (N = 33)	69.7	30.3	--	--	--
Area 6 (N = 29)	37.9	55.2	6.9	--	--
Area 7 (N = 27)	44.4	51.9	3.7	--	--
Area 8 (N = 26)	42.3	53.8	3.8	--	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	36.5	57.7	5.8	--	--
HS 75 - 149 (N = 53)	47.2	52.8	--	--	--
HS 150 - 549 (N = 59)	49.2	45.8	3.4	1.7	--
HS 550 & up (N = 43)	65.1	32.6	2.3	--	--
REACTIONS BY ROLE					
Lay (N = 74)	29.7	63.5	6.8	--	--
Professional Educator (N = 137)	58.4	40.1	0.7	0.7	--

SERIES TWO - CONTINUE TO REVIEW & ADJUST FINANCE PROGRAM

Recommendation 10

Continue to consider the "educational cost per pupil" statistics every biennium.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	48.3	48.8	0.9	0.9	0.9
REACTIONS BY AREA					
Area 1 (N = 33)	36.4	63.6	--	--	--
Area 2 (N = 24)	54.2	37.5	--	4.2	4.2
Area 3 (N = 12)	41.7	58.3	--	--	--
Area 4 (N = 27)	66.7	33.3	--	--	--
Area 5 (N = 33)	51.5	48.5	--	--	--
Area 6 (N = 29)	44.8	48.3	--	3.4	3.4
Area 7 (N = 27)	48.1	51.9	--	--	--
Area 8 (N = 26)	42.3	50.0	7.7	--	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	44.2	51.9	1.9	--	1.9
HS 75 - 149 (N = 53)	50.9	47.2	--	1.9	--
HS 150 - 549 (N = 59)	47.5	50.8	1.7	--	--
HS 550 & up (N = 43)	53.5	41.9	--	2.3	2.3
REACTIONS BY ROLE					
Lay (N = 74)	32.4	64.9	2.7	--	--
Professional Educator (N = 137)	56.9	40.1	--	1.5	1.5

SERIES TWO - CONTINUE TO REVIEW & ADJUST FINANCE PROGRAM

Recommendation 11 (relate to 10)

Continue to collect and systematize the financial data by size, type and level of school district.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	42.7	51.7	2.4	3.3	--
REACTIONS BY AREA					
Area 1 (N = 33)	42.4	57.6	--	--	--
Area 2 (N = 24)	45.8	45.8	4.2	4.2	--
Area 3 (N = 12)	25.0	75.0	--	--	--
Area 4 (N = 27)	51.9	44.4	--	3.7	--
Area 5 (N = 33)	51.5	45.5	--	3.0	--
Area 6 (N = 29)	51.7	48.3	--	--	--
Area 7 (N = 27)	33.3	55.6	7.4	3.7	--
Area 8 (N = 26)	26.9	53.8	7.7	11.5	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	38.5	57.7	1.9	1.9	--
HS 75 - 149 (N = 53)	41.5	54.7	--	3.8	--
HS 150 - 549 (N = 59)	35.6	54.2	6.8	3.4	--
HS 550 & up (N = 43)	55.8	39.5	--	4.7	--
REACTIONS BY ROLE					
Lay (N = 74)	31.1	59.5	6.8	2.7	--
Professional Educator (N = 137)	48.9	47.4	--	3.6	--

SERIES TWO - CONTINUE TO REVIEW & ADJUST FINANCE PROGRAM

Recommendation 12 (relate to 10)

Display longitudinal financial data by size, type, and level of school district so that trends and averages are discernible.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	32.7	60.7	3.3	3.3	--
REACTIONS BY AREA					
Area 1 (N = 33)	27.3	69.7	--	3.0	--
Area 2 (N = 24)	41.7	50.0	8.3	--	--
Area 3 (N = 12)	25.0	75.0	--	--	--
Area 4 (N = 27)	44.4	55.6	--	--	--
Area 5 (N = 33)	30.3	66.7	--	3.0	--
Area 6 (N = 29)	31.0	62.1	--	6.9	--
Area 7 (N = 27)	33.3	55.6	7.4	3.7	--
Area 8 (N = 26)	26.9	53.8	11.5	7.7	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	28.8	63.5	3.8	3.8	--
HS 75 - 149 (N = 53)	30.2	69.8	--	--	--
HS 150 - 549 (N = 59)	28.8	59.3	8.5	3.4	--
HS 550 & up (N = 43)	44.2	48.8	--	7.0	--
REACTIONS BY ROLE					
Lay (N = 74)	23.0	64.9	8.1	4.1	--
Professional Educator (N =137)	38.0	58.4	0.7	2.9	--

SERIES TWO - CONTINUE TO REVIEW & ADJUST FINANCE PROGRAM

Recommendation 13

Consider modifying indices on the basis of a group of data (5 years/10 years) rather than on data for a single year.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	26.1	54.5	5.7	11.4	2.4
REACTIONS BY AREA					
Area 1 (N = 33)	30.3	63.6	--	3.0	3.0
Area 2 (N = 24)	29.2	29.2	--	37.5	4.2
Area 3 (N = 12)	33.3	50.0	--	16.7	--
Area 4 (N = 27)	37.0	48.1	7.4	3.7	3.7
Area 5 (N = 33)	24.2	51.5	--	18.2	6.1
Area 6 (N = 29)	6.9	75.9	6.9	10.3	--
Area 7 (N = 27)	25.9	51.9	14.8	7.4	--
Area 8 (N = 26)	26.9	57.7	15.4	--	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	21.2	50.0	9.6	15.4	3.8
HS 75 - 149 (N = 53)	26.4	60.4	1.9	9.4	1.9
HS 150 - 549 (N = 59)	25.4	54.2	10.2	8.5	1.7
HS 550 & up (N = 43)	32.6	51.2	--	14.0	2.3
REACTIONS BY ROLE					
Lay (N = 74)	20.3	59.5	10.8	9.5	--
Professional Educator (N = 137)	29.2	51.8	2.9	12.4	3.6

SERIES TWO - CONTINUE TO REVIEW & ADJUST FINANCE PROGRAM

Recommendation 14 (relate to 13)

Investigate other state systems and ideas relating to declining enrollments.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	34.6	56.9	3.8	2.4	2.4
REACTIONS BY AREA					
Area 1 (N = 33)	33.3	66.7	--	--	--
Area 2 (N = 24)	25.0	66.7	8.3	--	--
Area 3 (N = 12)	16.7	66.7	8.3	--	8.3
Area 4 (N = 27)	29.6	66.7	--	3.7	--
Area 5 (N = 33)	36.4	48.5	3.0	6.1	6.1
Area 6 (N = 29)	48.3	44.8	3.4	--	3.4
Area 7 (N = 27)	33.3	55.6	3.7	7.4	--
Area 8 (N = 26)	42.3	46.2	7.7	--	3.8
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	26.9	59.6	5.8	5.8	1.9
HS 75 - 149 (N = 53)	41.5	54.7	1.9	1.9	--
HS 150 - 549 (N = 59)	33.9	57.6	3.4	1.7	3.4
HS 550 & up (N = 43)	37.2	53.5	4.7	--	4.7
REACTIONS BY ROLE					
Lay (N = 74)	29.7	63.5	4.1	1.4	1.4
Professional Educator (N = 137)	37.2	53.3	3.6	2.9	2.9

SERIES TWO - CONTINUE TO REVIEW & ADJUST FINANCE PROGRAM
Recommendation 15 (relate to 13)

Consider the "small but necessary school" language in laws of other states. (Consider criteria to define the small but necessary or geographically isolated school in North Dakota.) (Related to this idea is the disposition that the geographically isolated small school should receive supplemental revenue.)

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	40.8	48.8	3.8	4.7	1.9
REACTIONS BY AREA					
Area 1 (N = 33)	45.5	54.5	--	--	--
Area 2 (N = 24)	45.8	41.7	8.3	4.2	--
Area 3 (N = 12)	41.7	58.3	--	--	--
Area 4 (N = 27)	44.4	40.7	7.4	3.7	3.7
Area 5 (N = 33)	45.5	39.4	3.0	9.1	3.0
Area 6 (N = 29)	31.0	58.6	--	3.4	6.9
Area 7 (N = 27)	40.7	51.9	--	7.4	--
Area 8 (N = 26)	30.8	50.0	11.5	7.7	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	50.0	40.4	3.8	3.8	1.9
HS 75 - 149 (N = 53)	45.3	47.2	--	7.5	--
HS 150 - 549 (N = 59)	30.5	59.3	8.5	1.7	--
HS 550 & up (N = 43)	34.9	48.8	2.3	7.0	7.0
REACTIONS BY ROLE					
Lay (N = 74)	32.4	59.5	5.4	2.7	--
Professional Educator (N =137)	45.3	43.1	2.9	5.8	2.9

SERIES TWO - CONTINUE TO REVIEW & ADJUST FINANCE PROGRAM

Recommendation 16

Reduce the number of separate funds and increase the maximum millage the district can levy for the general fund.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	39.8	41.7	5.7	9.5	3.3
REACTIONS BY AREA					
Area 1 (N = 33)	42.4	42.4	9.1	6.1	--
Area 2 (N = 24)	37.5	41.7	4.2	8.3	8.3
Area 3 (N = 12)	58.3	16.7	--	8.3	16.7
Area 4 (N = 27)	48.1	44.4	--	3.7	3.7
Area 5 (N = 33)	30.3	39.4	9.1	15.2	6.1
Area 6 (N = 29)	55.2	34.5	--	10.3	--
Area 7 (N = 27)	18.5	63.0	7.4	11.1	--
Area 8 (N = 26)	38.5	38.5	11.5	11.5	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	32.7	50.0	3.8	11.5	1.9
HS 75 - 149 (N = 53)	43.4	43.4	5.7	5.7	1.9
HS 150 - 549 (N = 59)	33.9	44.1	8.5	11.9	1.7
HS 550 & up (N = 43)	48.8	27.9	4.7	9.3	9.3
REACTIONS BY ROLE					
Lay (N = 74)	21.6	51.4	12.2	13.5	1.4
Professional Educator (N = 137)	49.6	36.5	2.2	7.3	4.4

SERIES TWO - CONTINUE TO REVIEW & ADJUST FINANCE PROGRAM

Recommendation 17 (relate to 16)

Incorporate the authority given boards by their own "resolution" into their general fund authority.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	41.2	39.3	8.5	8.1	2.8
REACTIONS BY AREA					
Area 1 (N = 33)	45.5	39.4	12.1	3.0	--
Area 2 (N = 24)	41.7	37.5	8.3	8.3	4.2
Area 3 (N = 12)	41.7	33.3	--	16.7	8.3
Area 4 (N = 27)	63.0	22.2	3.7	11.1	--
Area 5 (N = 33)	24.2	54.5	6.1	9.1	6.1
Area 6 (N = 29)	41.4	31.0	13.8	13.8	--
Area 7 (N = 27)	25.9	59.3	11.1	--	3.7
Area 8 (N = 26)	50.0	30.8	7.7	7.7	3.8
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	36.5	48.1	5.8	7.7	1.9
HS 75 - 149 (N = 53)	41.5	37.7	13.2	5.7	1.9
HS 150 - 549 (N = 59)	45.8	33.9	8.5	10.2	1.7
HS 550 & up (N = 43)	44.2	32.6	7.0	9.3	7.0
REACTIONS BY ROLE					
Lay (N = 74)	21.6	51.4	17.6	6.8	2.7
Professional Educator (N = 137)	51.8	32.8	3.6	8.8	2.9

SERIES TWO - CONTINUE TO REVIEW & ADJUST FINANCE PROGRAM

Recommendation 18 (relate to 17)

Review authority of voter-approved funds to determine whether they could be consolidated (fewer funds) or eliminated (incorporated in general fund authority).

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	30.8	52.1	7.1	8.1	1.9
REACTIONS BY AREA					
Area 1 (N = 33)	39.4	48.5	12.1	--	--
Area 2 (N = 24)	25.0	66.7	--	4.2	4.2
Area 3 (N = 12)	25.0	58.3	--	8.3	8.3
Area 4 (N = 27)	33.3	55.6	3.7	7.4	--
Area 5 (N = 33)	21.2	51.5	9.1	12.1	6.1
Area 6 (N = 29)	31.0	48.3	6.9	13.8	--
Area 7 (N = 27)	25.9	51.9	7.4	14.8	--
Area 8 (N = 26)	42.3	42.3	11.5	3.8	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	30.8	53.8	7.7	5.8	1.9
HS 75 - 149 (N = 53)	24.5	64.2	5.7	5.7	--
HS 150 - 549 (N = 59)	28.8	50.8	6.8	13.6	--
HS 550 & up (N = 43)	41.9	34.9	9.3	7.0	7.0
REACTIONS BY ROLE					
Lay (N = 74)	16.2	59.5	14.9	9.5	--
Professional Educator (N = 137)	38.7	48.2	2.9	7.3	2.9

SERIES THREE - REVIEW CORRESPONDENCE BETWEEN INTENT AND ADMINISTRATION

Recommendation 19

Cause the Department of Public Instruction to clarify elements of the foundation law considered ambiguous or perceived to be administered contrary to legislative intent.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	40.8	55.0	2.8	1.4	--
REACTIONS BY AREA					
Area 1 (N = 33)	27.3	66.7	6.1	--	--
Area 2 (N = 24)	41.7	58.3	--	--	--
Area 3 (N = 12)	25.0	75.0	--	--	--
Area 4 (N = 27)	51.9	44.4	--	3.7	--
Area 5 (N = 33)	54.5	42.4	3.0	--	--
Area 6 (N = 29)	48.3	44.8	3.4	3.4	--
Area 7 (N = 27)	18.5	77.8	--	3.7	--
Area 8 (N = 26)	50.0	42.3	7.7	--	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	30.8	59.6	5.8	3.8	--
HS 75 - 149 (N = 53)	34.0	64.2	1.9	--	--
HS 150 - 549 (N = 59)	42.4	54.2	1.7	1.7	--
HS 550 & up (N = 43)	58.1	39.5	2.3	--	--
REACTIONS BY ROLE					
Lay (N = 74)	32.4	59.5	6.8	1.4	--
Professional Educator (N = 137)	45.3	52.6	0.7	1.5	--

SERIES THREE - REVIEW CORRESPONDENCE BETWEEN INTENT AND ADMINISTRATION

Recommendation 20 (relate to 19)

Develop language which creates a set of district indices so that no district can be advantaged nor disadvantaged by being simultaneously both large and small.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	41.7	51.7	3.8	2.4	0.5
REACTIONS BY AREA					
Area 1 (N = 33)	39.4	54.5	6.1	--	--
Area 2 (N = 24)	33.3	54.2	8.3	4.2	--
Area 3 (N = 12)	16.7	75.0	--	--	8.3
Area 4 (N = 27)	55.6	40.7	--	3.7	--
Area 5 (N = 33)	45.5	45.5	6.1	3.0	--
Area 6 (N = 29)	44.8	44.8	3.4	6.9	--
Area 7 (N = 27)	40.7	59.3	--	--	--
Area 8 (N = 26)	42.3	53.8	3.8	--	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	40.4	51.9	5.8	1.9	--
HS 75 - 149 (N = 53)	30.2	64.2	5.7	--	--
HS 150 - 549 (N = 59)	44.1	49.2	1.7	3.4	1.7
HS 550 & up (N = 43)	53.5	39.5	2.3	4.7	--
REACTIONS BY ROLE					
Lay (N = 74)	35.1	56.8	5.4	2.7	--
Professional Educator (N = 137)	45.3	48.9	2.9	2.2	0.7

SERIES THREE - REVIEW CORRESPONDENCE BETWEEN INTENT AND ADMINISTRATION

Recommendation 21 (relate to 19)

Require the counting of students in consistent ways in all districts (K, 1-6, 7-8, 9-12) so that administrators are prevented the potential of manipulating "building sizes" into higher index categories by creative assignment of principal's responsibilities (a corollary of this recommendation would prevent higher indices applied to single grade levels separated into different buildings.)

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	46.0	51.2	1.9	0.5	0.5
REACTIONS BY AREA					
Area 1 (N = 33)	33.3	60.6	6.1	--	--
Area 2 (N = 24)	50.0	50.0	--	--	--
Area 3 (N = 12)	33.3	58.3	--	8.3	--
Area 4 (N = 27)	63.0	33.3	--	--	3.7
Area 5 (N = 33)	45.5	54.5	--	--	--
Area 6 (N = 29)	51.7	44.8	3.4	--	--
Area 7 (N = 27)	37.0	63.0	--	--	--
Area 8 (N = 26)	50.0	46.2	3.8	--	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	42.3	51.9	5.8	--	--
HS 75 - 149 (N = 53)	45.3	52.8	1.9	--	--
HS 150 - 549 (N = 59)	44.1	54.2	--	--	1.7
HS 550 & up (N = 43)	55.8	41.9	--	2.3	--
REACTIONS BY ROLE					
Lay (N = 74)	28.4	66.2	4.1	1.4	--
Professional Educator (N = 137)	55.5	43.1	0.7	--	0.7

SERIES THREE - REVIEW CORRESPONDENCE BETWEEN INTENT AND ADMINISTRATION

Recommendation 22 (relate to 19)

Consider the possibility of establishing 20 mills as the "qualifying rate" for participation in the foundation program (every district would need to make at least that effort to secure foundation payments).

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	47.4	43.6	1.9	4.3	2.8
REACTIONS BY AREA					
Area 1 (N = 33)	45.5	48.5	--	3.0	3.0
Area 2 (N = 24)	41.7	37.5	8.3	8.3	4.2
Area 3 (N = 12)	50.0	41.7	--	8.3	--
Area 4 (N = 27)	48.1	37.0	--	11.1	3.7
Area 5 (N = 33)	60.6	27.3	3.0	3.0	6.1
Area 6 (N = 29)	41.4	55.2	--	3.4	--
Area 7 (N = 27)	40.7	59.3	--	--	--
Area 8 (N = 26)	50.0	42.3	3.8	--	3.8
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	36.5	53.8	1.9	3.8	3.8
HS 75 - 149 (N = 53)	50.9	45.3	--	3.8	--
HS 150 - 549 (N = 59)	49.2	39.0	1.7	6.8	3.4
HS 550 & up (N = 43)	53.5	34.9	4.7	2.3	4.7
REACTIONS BY ROLE					
Lay (N = 74)	35.1	56.8	1.4	4.1	2.7
Professional Educator (N = 137)	54.0	36.5	2.2	4.4	2.9

SERIES FOUR - PROJECTIONS SUGGEST PLANNING

Recommendation 23

Facilitate--even require--planning which accounts for anticipated enrollments, revenues, staffing, and programs for secondary schools and particularly for high schools with enrollments below 150 students.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	35.1	43.6	6.2	10.9	4.3
REACTIONS BY AREA					
Area 1 (N = 33)	24.2	57.6	12.1	3.0	3.0
Area 2 (N = 24)	37.5	29.2	12.5	16.7	4.2
Area 3 (N = 12)	41.7	33.3	--	8.3	16.7
Area 4 (N = 27)	48.1	44.4	--	7.4	--
Area 5 (N = 33)	33.3	42.4	12.1	12.1	--
Area 6 (N = 29)	34.5	37.9	3.4	17.2	6.9
Area 7 (N = 27)	25.9	51.9	3.7	11.1	7.4
Area 8 (N = 26)	42.3	42.3	--	11.5	3.8
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	25.0	36.5	7.7	17.3	13.5
HS 75 - 149 (N = 53)	37.7	47.2	--	13.2	1.9
HS 150 - 549 (N = 59)	40.7	49.2	5.1	3.4	1.7
HS 550 & up (N = 43)	39.5	37.2	11.6	11.6	--
REACTIONS BY ROLE					
Lay (N = 74)	28.4	52.7	8.1	6.8	4.1
Professional Educator (N = 137)	38.7	38.7	5.1	13.1	4.4

SERIES FOUR - PROJECTIONS SUGGEST PLANNING

Recommendation 24 (relate to 23)

Consider instituting "planning grants" which would be greater--or receive higher priority--where interdistrict planning was proposed.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	28.0	46.4	4.7	15.2	5.7
REACTIONS BY AREA					
Area 1 (N = 33)	24.2	51.5	3.0	15.2	6.1
Area 2 (N = 24)	25.0	54.2	8.3	8.3	4.2
Area 3 (N = 12)	16.7	75.0	--	--	8.3
Area 4 (N = 27)	44.4	44.4	--	11.1	--
Area 5 (N = 33)	27.3	45.5	12.1	15.2	--
Area 6 (N = 29)	24.1	27.6	6.9	27.6	13.8
Area 7 (N = 27)	25.9	44.4	3.7	14.8	11.1
Area 8 (N = 26)	30.8	46.2	--	19.2	3.8
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	17.3	50.0	7.7	15.4	9.6
HS 75 - 149 (N = 53)	39.6	43.4	1.9	11.3	3.8
HS 150 - 549 (N = 59)	23.7	54.2	--	13.6	8.5
HS 550 & up (N = 43)	34.9	32.6	9.3	23.3	--
REACTIONS BY ROLE					
Lay (N = 74)	18.9	55.4	6.8	12.2	6.8
Professional Educator (N = 137)	32.8	41.6	3.6	16.8	5.1

SERIES FIVE - COAL REVENUE DISTRICUTION TO SCHOOLS

Recommendation 25

Consider developing an "impact basis" for the distribution of coal revenues to schools in proportion to their impact and in some relationship to analagous revenue generation from property tax.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	40.8	53.1	1.9	3.3	0.9
REACTIONS BY AREA					
Area 1 (N = 33)	33.3	60.6	3.0	--	3.0
Area 2 (N = 24)	33.3	54.2	--	8.3	4.2
Area 3 (N = 12)	41.7	33.3	8.3	16.7	--
Area 4 (N = 27)	63.0	33.3	3.7	--	--
Area 5 (N = 33)	30.3	60.6	--	9.1	--
Area 6 (N = 29)	41.4	55.2	3.4	--	--
Area 7 (N = 27)	40.7	59.3	--	--	--
Area 8 (N = 26)	46.2	53.8	--	--	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	36.5	53.8	3.8	3.8	1.9
HS 75 - 149 (N = 53)	30.2	60.4	1.9	5.7	1.9
HS 150 - 549 (N = 59)	47.5	49.2	1.7	1.7	--
HS 550 & up (N = 43)	51.2	48.8	--	--	--
REACTIONS BY ROLE					
Lay (N = 74)	31.1	60.8	4.1	4.1	--
Professional Educator (N = 137)	46.0	48.9	0.7	2.9	1.5

SERIES FIVE - COAL REVENUE DISTRIBUTION TO SCHOOLS

Recommendation 26

Consider development of certain partial solutions to predicted problems in distribution of coal revenues to schools if the comprehensive solution suggested above (item 25) proves impossible or undesirable.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	21.3	70.1	5.2	3.3	--
REACTIONS BY AREA					
Area 1 (N = 33)	15.2	72.7	9.1	3.0	--
Area 2 (N = 24)	12.5	79.2	4.2	4.2	--
Area 3 (N = 12)	8.3	75.0	8.3	8.3	--
Area 4 (N = 27)	33.3	55.6	7.4	3.7	--
Area 5 (N = 33)	18.2	78.8	3.0	--	--
Area 6 (N = 29)	20.7	69.0	6.9	3.4	--
Area 7 (N = 27)	22.2	70.4	3.7	3.7	--
Area 8 (N = 26)	34.6	61.5	--	3.8	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	17.3	69.2	7.7	5.8	--
HS 75 - 149 (N = 53)	13.2	77.4	5.7	3.8	--
HS 150 - 549 (N = 59)	25.4	69.5	5.1	--	--
HS 550 & up (N = 43)	32.6	60.5	2.3	4.7	--
REACTIONS BY ROLE					
Lay (N = 74)	13.5	75.7	9.5	1.4	--
Professional Educator (N = 137)	25.5	67.2	2.9	4.4	--

SERIES FIVE - COAL REVENUE DISTRIBUTION TO SCHOOLS

Recommendation 27 (relate to 26)

Consider impact effects across county lines from extractive activity; develop some system for compensating extraordinary impact for students residing close to--but not in--counties of extraction.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	38.9	55.5	2.4	2.8	0.5
REACTIONS BY AREA					
Area 1 (N = 33)	15.2	75.8	3.0	3.0	3.0
Area 2 (N = 24)	37.5	58.3	--	4.2	--
Area 3 (N = 12)	33.3	58.3	8.3	--	--
Area 4 (N = 27)	55.6	40.7	3.7	--	--
Area 5 (N = 33)	39.4	51.5	--	9.1	--
Area 6 (N = 29)	37.9	51.7	6.9	3.4	--
Area 7 (N = 27)	48.1	51.9	--	--	--
Area 8 (N = 26)	46.2	53.8	--	--	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	32.7	55.8	5.8	3.8	1.9
HS 75 - 149 (N = 53)	30.2	60.4	1.9	7.5	--
HS 150 - 549 (N = 59)	49.2	49.2	1.7	--	--
HS 550 & up (N = 43)	46.5	53.5	--	--	--
REACTIONS BY ROLE					
Lay (N = 74)	27.0	66.2	5.4	1.4	--
Professional Educator (N = 137)	45.3	49.6	0.7	3.6	0.7

SERIES FIVE - COAL REVENUE DISTRIBUTION TO SCHOOLS

Recommendation 28 (relate to 26)

Consider capping per pupil payments from mineral taxes at some level which avoids the argument of other than "uniform" treatment, that is where support is in some relationship to analagous support which would have occurred had an increment in valuation occurred.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	18.0	62.6	11.8	6.2	1.4
REACTIONS BY AREA					
Area 1 (N = 33)	3.0	72.7	15.2	6.1	3.0
Area 2 (N = 24)	20.8	50.0	16.7	12.5	--
Area 3 (N = 12)	25.0	66.7	8.3	--	--
Area 4 (N = 27)	18.5	74.1	3.7	3.7	--
Area 5 (N = 33)	6.1	63.6	18.2	6.1	6.1
Area 6 (N = 29)	27.6	44.8	13.8	13.8	--
Area 7 (N = 27)	18.5	70.4	11.1	--	--
Area 8 (N = 26)	34.6	57.7	3.8	3.8	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	13.5	65.4	11.5	7.7	1.9
HS 75 - 149 (N = 53)	17.0	54.7	15.1	11.3	1.9
HS 150 - 549 (N = 59)	16.9	72.9	10.2	--	--
HS 550 & up (N = 43)	27.9	53.5	11.6	4.7	2.3
REACTIONS BY ROLE					
Lay (N = 74)	9.5	68.9	17.6	2.7	1.4
Professional Educator (N = 137)	22.6	59.1	8.8	8.0	1.5

SERIES FIVE - COAL REVENUE DISTRIBUTION TO SCHOOLS

Recommendation 29 (relate to 26)

Where (if) capping is adopted, consider creation of a trust fund for compensation following depletion for phase down or phase out costs.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	16.1	60.7	13.7	9.0	0.5
REACTIONS BY AREA					
Area 1 (N = 33)	9.1	60.6	15.2	12.1	3.0
Area 2 (N = 24)	12.5	54.2	12.2	20.8	--
Area 3 (N = 12)	33.3	58.3	8.3	--	--
Area 4 (N = 27)	7.4	74.1	3.7	14.8	--
Area 5 (N = 33)	12.1	57.6	21.2	9.1	--
Area 6 (N = 29)	27.6	48.3	17.2	6.9	--
Area 7 (N = 27)	18.6	59.3	22.2	--	--
Area 8 (N = 26)	19.2	73.1	3.8	3.8	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	17.3	61.5	15.4	3.8	1.9
HS 75 - 149 (N = 53)	9.4	54.7	15.1	20.8	--
HS 150 - 549 (N = 59)	18.6	66.1	11.9	3.4	--
HS 550 & up (N = 43)	20.9	58.1	14.0	7.0	--
REACTIONS BY ROLE					
Lay (N = 74)	12.2	62.2	17.6	8.1	--
Professional Educator (N = 137)	18.2	59.9	11.7	9.5	0.7

SERIES FIVE - COAL REVENUE DISTRIBUTION TO SCHOOLS

Recommendation 30 (relate to 26)

Consider developing a forward funding mechanism to permit revenue distribution for general operating purposes during construction phases of coal activity.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	30.3	58.3	7.1	4.3	--
REACTIONS BY AREA					
Area 1 (N = 33)	18.2	63.6	9.1	9.1	--
Area 2 (N = 24)	29.2	58.3	8.3	4.2	--
Area 3 (N = 12)	25.0	66.7	8.3	--	--
Area 4 (N = 27)	25.9	66.7	3.7	3.7	--
Area 5 (N = 33)	27.3	57.6	12.1	3.0	--
Area 6 (N = 29)	41.4	37.9	13.8	6.9	--
Area 7 (N = 27)	33.3	66.7	--	--	--
Area 8 (N = 26)	42.3	53.8	--	3.8	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	23.1	63.5	9.6	3.8	--
HS 75 - 149 (N = 53)	20.8	64.2	9.4	5.7	--
HS 150 - 549 (N = 59)	33.9	57.6	5.1	3.4	--
HS 550 & up (N = 43)	48.8	44.2	4.7	2.3	--
REACTIONS BY ROLE					
Lay (N = 74)	18.9	66.2	10.8	4.1	--
Professional Educator (N = 137)	36.5	54.0	5.1	4.4	--

SERIES SIX - OIL & GAS REVENUE DISTRIBUTION TO SCHOOLS

Recommendation 31

Should an "impact basis" be adopted for the distribution of coal revenues to schools, consider the utility of a study to determine, retroactively, school costs associated with oil and gas impacts. (Preliminary study suggests that process will not be easy nor will its results be precise.)

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	24.2	55.9	5.2	11.8	2.8
REACTIONS BY AREA					
Area 1 (N = 33)	30.3	51.5	6.1	6.1	6.1
Area 2 (N = 24)	16.7	50.0	4.2	25.0	4.2
Area 3 (N = 12)	--	66.7	8.3	16.7	8.3
Area 4 (N = 27)	29.6	51.9	3.7	14.8	--
Area 5 (N = 33)	27.3	54.5	--	15.2	3.0
Area 6 (N = 29)	27.6	62.1	10.3	--	--
Area 7 (N = 27)	18.5	55.6	7.4	14.8	3.7
Area 8 (N = 26)	26.9	61.5	3.8	7.7	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	21.2	57.7	5.8	11.5	3.8
HS 75 - 149 (N = 53)	18.9	52.8	9.4	15.1	3.8
HS 150 - 549 (N = 59)	30.5	50.8	3.4	11.9	3.4
HS 550 & up (N = 43)	27.9	62.8	2.3	7.0	--
REACTIONS BY ROLE					
Lay (N = 74)	21.6	66.2	5.4	5.4	1.4
Professional Educator (N =137)	25.5	50.4	5.1	15.3	3.6

SERIES SEVEN - ASSESSMENT PRACTICES **Recommendation 32**

Seek equity in assessment practices. (The ideal--and idalistic--solution to several related educational finance problems is to have an equitable, agreed upon system consistently administered and enforced. Approximating equity through applications of assessment-sales ratio data or other manipulations may be more practical, but, nevertheless, second best.)

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	55.9	39.3	3.3	0.9	0.5
REACTIONS BY AREA					
Area 1 (N = 33)	39.4	54.5	3.0	--	3.0
Area 2 (N = 24)	62.5	25.0	12.5	--	--
Area 3 (N = 12)	58.3	33.3	8.3	--	--
Area 4 (N = 27)	77.8	22.2	--	--	--
Area 5 (N = 33)	63.6	30.3	3.0	3.0	--
Area 6 (N = 29)	48.3	48.3	--	3.4	--
Area 7 (N = 27)	44.4	55.6	--	--	--
Area 8 (N = 26)	57.7	38.5	3.8	--	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	46.2	46.2	1.9	3.3	1.9
HS 75 - 149 (N = 53)	49.1	45.3	5.7	--	--
HS 150 - 549 (N = 59)	59.3	35.6	5.1	--	--
HS 550 & up (N = 43)	74.4	25.6	--	--	--
REACTIONS BY ROLE					
Lay (N = 74)	32.4	56.8	8.1	1.4	1.4
Professional Educator (N = 137)	68.6	29.9	0.7	0.7	--

SERIES SEVEN - ASSESSMENT PRACTICES

Recommendation 33

Improve the amount and quality of data necessary to more closely approach equity through data adjustments.

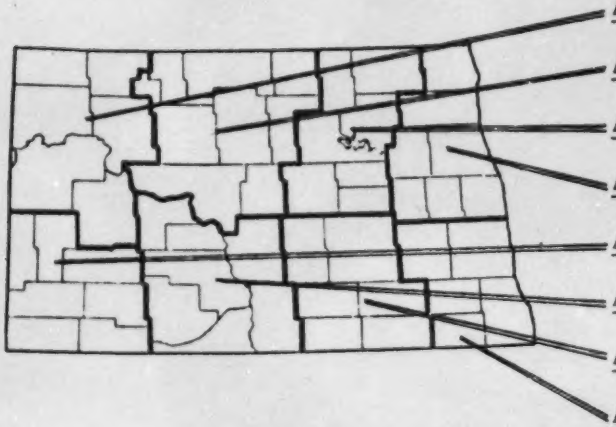
	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	45.0	50.2	3.8	0.9	--
REACTIONS BY AREA					
Area 1 (N = 33)	42.4	48.5	9.1	--	--
Area 2 (N = 24)	45.8	45.8	8.3	--	--
Area 3 (N = 12)	33.3	50.0	8.3	8.3	--
Area 4 (N = 27)	63.0	37.0	--	--	--
Area 5 (N = 33)	51.5	45.5	--	3.0	--
Area 6 (N = 29)	34.5	65.5	--	--	--
Area 7 (N = 27)	29.6	63.0	7.4	--	--
Area 8 (N = 26)	53.8	46.2	--	--	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	26.9	61.5	7.7	3.8	--
HS 75 - 149 (N = 53)	41.5	54.7	3.8	--	--
HS 150 - 549 (N = 59)	49.2	47.5	3.4	--	--
HS 550 & up (N = 43)	67.4	32.6	--	--	--
REACTIONS BY ROLE					
Lay (N = 74)	24.3	68.9	6.8	--	--
Professional Educator (N = 137)	56.2	40.1	2.2	1.5	--

SERIES SEVEN - ASSESSMENT PRACTICES

Recommendation 34 (relate to 33)

Seek valid assessment--sales ratio data to test the fidelity of assessment practices.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	41.2	46.9	4.7	5.7	1.4
REACTIONS BY AREA					
Area 1 (N = 33)	27.3	48.5	9.1	9.1	6.1
Area 2 (N = 24)	54.2	33.3	8.3	4.2	--
Area 3 (N = 12)	41.7	33.3	8.3	16.7	--
Area 4 (N = 27)	40.7	59.3	--	--	--
Area 5 (N = 33)	51.5	33.3	3.0	12.1	--
Area 6 (N = 29)	37.9	58.6	--	3.4	--
Area 7 (N = 27)	33.3	51.9	7.4	3.7	3.7
Area 8 (N = 26)	46.2	50.0	3.8	--	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	25.0	55.8	5.8	7.7	5.8
HS 75 - 149 (N = 53)	37.7	50.9	7.5	3.8	--
HS 150 - 549 (N = 59)	42.4	47.5	5.1	5.1	--
HS 550 & up (N = 43)	65.1	27.9	--	7.0	--
REACTIONS BY ROLE					
Lay (N = 74)	14.9	60.8	9.5	10.8	4.1
Professional Educator (N = 137)	55.5	39.4	2.2	2.9	--



SERIES SEVEN - ASSESSMENT PRACTICES

Recommendation 35 (relate to 33)

Supplement assessment-sales ratio data by appraisal data where needed.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	35.5	53.1	6.6	4.3	0.5
REACTIONS BY AREA					
Area 1 (N = 33)	21.2	60.6	9.1	6.1	3.0
Area 2 (N = 24)	54.2	37.5	8.3	--	--
Area 3 (N = 12)	41.7	33.3	8.3	16.7	--
Area 4 (N = 27)	29.6	70.4	--	--	--
Area 5 (N = 33)	51.5	39.4	--	9.1	--
Area 6 (N = 29)	31.0	62.1	6.9	--	--
Area 7 (N = 27)	29.6	44.4	18.5	7.4	--
Area 8 (N = 26)	30.8	65.4	3.8	--	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	23.1	55.8	13.5	5.8	1.9
HS 75 - 149 (N = 53)	34.0	56.6	3.8	5.7	--
HS 150 - 549 (N = 59)	35.6	54.2	8.5	1.7	--
HS 550 & up (N = 43)	53.5	41.9	--	4.7	--
REACTIONS BY ROLE					
Lay (N = 74)	20.3	55.4	16.2	6.8	1.4
Professional Educator (N = 137)	43.8	51.8	1.5	2.9	--

SERIES SEVEN - ASSESSMENT PRACTICES

Recommendation 36 (relate to 33)

Provide and require training for assessors.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	57.3	38.9	2.4	1.4	--
REACTIONS BY AREA					
Area 1 (N = 33)	48.5	42.4	6.1	3.0	--
Area 2 (N = 24)	58.3	41.7	--	--	--
Area 3 (N = 12)	50.0	41.7	8.3	--	--
Area 4 (N = 27)	66.7	29.6	--	3.7	--
Area 5 (N = 33)	72.7	27.3	--	--	--
Area 6 (N = 29)	65.5	31.0	3.4	--	--
Area 7 (N = 27)	37.0	55.6	3.7	3.7	--
Area 8 (N = 26)	53.8	46.2	--	--	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	40.4	50.0	7.7	1.9	--
HS 75 - 149 (N = 53)	56.6	41.5	--	1.9	--
HS 150 - 549 (N = 59)	59.3	37.3	1.7	1.7	--
HS 550 & up (N = 43)	76.7	23.3	--	--	--
REACTIONS BY ROLE					
Lay (N = 74)	35.1	59.5	5.4	--	--
Professional Educator (N = 137)	69.3	27.7	0.7	2.2	--

SERIES SEVEN - ASSESSMENT PRACTICES

Recommendation 37 (relate to 33)

Create sufficient authority so that officials can secure data needed to ensure accuracy and equity.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	52.6	39.3	4.3	3.3	0.5
REACTIONS BY AREA					
Area 1 (N = 33)	42.4	45.5	6.1	3.0	3.0
Area 2 (N = 24)	54.2	37.5	8.3	--	--
Area 3 (N = 12)	58.3	25.0	8.3	8.3	--
Area 4 (N = 27)	74.1	25.9	--	--	--
Area 5 (N = 33)	57.6	39.4	--	3.0	--
Area 6 (N = 29)	51.7	44.8	3.4	--	--
Area 7 (N = 27)	33.3	44.4	11.1	11.1	--
Area 8 (N = 26)	53.8	42.3	--	3.8	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	40.4	48.1	5.8	3.8	1.9
HS 75 - 149 (N = 53)	49.1	43.4	3.8	3.8	--
HS 150 - 549 (N = 59)	52.5	37.3	6.8	3.4	--
HS 550 & up (N = 43)	74.4	23.3	--	2.3	--
REACTIONS BY ROLE					
Lay (N = 74)	27.0	56.8	9.5	5.4	1.4
Professional Educator (N = 137)	66.4	29.9	1.5	2.2	--

SERIES SEVEN - ASSESSMENT PRACTICES

Recommendation 38

Consider adjusting the 20 mill equalization factor so that those districts assessing above state average are not penalized by oversized foundation program entitlement reductions.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	50.2	40.3	2.8	5.7	0.9
REACTIONS BY AREA					
Area 1 (N = 33)	39.4	48.5	--	12.1	--
Area 2 (N = 24)	54.2	33.3	8.3	4.2	--
Area 3 (N = 12)	41.7	41.7	8.3	8.3	--
Area 4 (N = 27)	74.1	22.2	--	3.7	--
Area 5 (N = 33)	51.5	45.5	--	3.0	--
Area 6 (N = 29)	48.3	41.4	--	6.9	3.4
Area 7 (N = 27)	29.6	48.1	11.1	7.4	3.4
Area 8 (N = 26)	61.5	38.5	--	--	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	40.4	48.1	3.8	7.7	--
HS 75 - 149 (N = 53)	45.3	43.4	1.9	9.4	--
HS 150 - 549 (N = 59)	50.8	37.3	5.1	3.4	3.4
HS 550 & up (N = 43)	69.8	27.9	--	2.3	--
REACTIONS BY ROLE					
Lay (N = 74)	37.8	55.4	5.4	1.4	--
Professional Educator (N = 137)	56.9	32.1	1.5	8.0	1.5

SERIES SEVEN - ASSESSMENT PRACTICES

Recommendation 39

Adjust "limits" on funds or capacities (such as bonded debt capacity) where "limits" have been eroded by changing true value--assessed value relationships.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	37.4	54.0	4.7	3.3	0.5
REACTIONS BY AREA					
Area 1 (N = 33)	27.3	63.6	9.1	--	--
Area 2 (N = 24)	54.2	37.5	--	4.2	4.2
Area 3 (N = 12)	41.7	41.7	8.3	8.3	--
Area 4 (N = 27)	33.3	63.0	--	3.7	--
Area 5 (N = 33)	39.4	57.6	3.0	--	--
Area 6 (N = 29)	44.8	41.4	6.9	6.9	--
Area 7 (N = 27)	25.9	59.3	11.1	3.7	--
Area 8 (N = 26)	38.5	57.7	--	3.8	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	34.6	55.8	7.7	1.9	--
HS 75 - 149 (N = 53)	26.4	60.4	5.7	5.7	1.9
HS 150 - 549 (N = 59)	37.3	54.2	5.1	3.4	--
HS 550 & up (N = 43)	55.8	41.9	--	2.3	--
REACTIONS BY ROLE					
Lay (N = 74)	23.0	60.8	12.2	4.1	--
Professional Educator (N = 137)	45.3	50.4	0.7	2.9	0.5

SERIES SEVEN - ASSESSMENT PRACTICES

Recommendation 40 (relate to 39)

Consider permitting funds or capacities to grow by fixed percentages (if the true value--assessed value relationship had remained constant, this growth potential would have occurred automatically).

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	22.7	63.5	8.1	5.7	--
REACTIONS BY AREA					
Area 1 (N = 33)	12.1	66.7	15.2	6.1	--
Area 2 (N = 24)	33.3	62.5	--	4.2	--
Area 3 (N = 12)	33.3	50.0	8.3	8.3	--
Area 4 (N = 27)	25.9	63.0	3.7	7.4	--
Area 5 (N = 33)	24.2	72.7	3.0	--	--
Area 6 (N = 29)	20.7	58.6	17.2	3.4	--
Area 7 (N = 27)	18.5	59.3	14.8	7.4	--
Area 8 (N = 26)	23.1	65.4	--	11.5	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	17.3	69.2	9.6	3.8	--
HS 75 - 149 (N = 53)	18.9	64.2	13.2	3.8	--
HS 150 - 549 (N = 59)	25.4	61.0	5.1	8.5	--
HS 550 & up (N = 43)	30.2	60.5	2.3	7.0	--
REACTIONS BY ROLE					
Lay (N = 74)	13.5	68.9	13.5	4.1	--
Professional Educator (N = 137)	27.7	60.6	5.1	6.6	--

SERIES SEVEN - ASSESSMENT PRACTICES

Recommendation 41 (relate to 39)

Isolate and address the special case of capital fund inadequacies. (Create capacity to construct needed facility--subject to the continuing restrictions of local choice--by increasing debt capacity, or by increasing the size of and the amount available from the State School Construction Fund or by creating new mechanisms for funding capital expenditure, or some combination of the above.)

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	29.4	61.1	9.0	0.5	--
REACTIONS BY AREA					
Area 1 (N = 33)	24.2	66.7	9.1	--	--
Area 2 (N = 24)	37.5	58.3	4.2	--	--
Area 3 (N = 12)	16.7	75.0	8.3	--	--
Area 4 (N = 27)	48.1	44.4	3.7	3.7	--
Area 5 (N = 33)	30.3	60.6	9.1	--	--
Area 6 (N = 29)	20.7	62.1	17.2	--	--
Area 7 (N = 27)	29.6	51.9	18.5	--	--
Area 8 (N = 26)	23.1	76.9	--	--	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	17.3	73.1	9.6	--	--
HS 75 - 149 (N = 53)	26.4	62.3	11.3	--	--
HS 150 - 549 (N = 59)	35.6	54.2	8.5	1.7	--
HS 550 & up (N = 43)	39.5	55.8	4.7	--	--
REACTIONS BY ROLE					
Lay (N = 74)	14.9	70.3	14.9	--	--
Professional Educator (N = 137)	37.2	56.2	5.8	0.7	--

SERIES EIGHT - DISPARITY AND WEALTH NEUTRALITY MEASURES

Recommendation 42

Continue to study statistics showing disparity in expenditure or revenue among districts and wealth neutrality so that actions to reduce disparity or increase wealth neutrality can be considered.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	26.1	59.7	11.4	2.4	0.5
REACTIONS BY AREA					
Area 1 (N = 33)	18.2	63.6	9.1	9.1	--
Area 2 (N = 24)	58.3	41.7	--	--	--
Area 3 (N = 12)	16.7	75.0	--	--	8.3
Area 4 (N = 27)	33.3	59.3	7.4	--	--
Area 5 (N = 33)	18.2	45.5	33.3	3.0	--
Area 6 (N = 29)	24.1	58.6	13.8	3.4	--
Area 7 (N = 27)	11.1	81.5	7.4	--	--
Area 8 (N = 26)	30.8	61.5	7.7	--	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	19.2	71.2	7.7	1.9	--
HS 75 - 149 (N = 53)	22.6	60.4	15.1	1.9	--
HS 150 - 549 (N = 59)	22.0	67.8	5.1	3.4	1.7
HS 550 & up (N = 43)	46.5	32.6	18.6	2.3	--
REACTIONS BY ROLE					
Lay (N = 74)	14.9	68.9	14.9	1.4	--
Professional Educator (N = 137)	32.1	54.7	9.5	2.9	0.7

SERIES EIGHT - DISPARITY AND WEALTH NEUTRALITY MEASURES

Recommendation 43 (relate to 42)

Cause disparity and wealth neutrality data to be collected and displayed systematically (at least annually) so that affected schools and legislators can comprehend state performance.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	30.8	55.9	10.9	2.4	--
REACTIONS BY AREA					
Area 1 (N = 33)	21.2	63.6	6.1	9.1	--
Area 2 (N = 24)	58.3	41.7	--	--	--
Area 3 (N = 12)	16.7	83.3	--	--	--
Area 4 (N = 27)	40.7	51.9	7.4	--	--
Area 5 (N = 33)	18.2	45.5	36.4	--	--
Area 6 (N = 29)	34.5	51.7	6.9	6.9	--
Area 7 (N = 27)	25.9	59.3	14.8	--	--
Area 8 (N = 26)	30.8	65.4	3.8	--	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	21.2	69.2	7.7	1.9	--
HS 75 - 149 (N = 53)	32.1	54.7	11.3	1.9	--
HS 150 - 549 (N = 59)	32.2	57.6	6.8	3.4	--
HS 550 & up (N = 43)	41.9	39.5	16.3	2.3	--
REACTIONS BY ROLE					
Lay (N = 74)	21.6	62.2	13.5	2.7	--
Professional Educator (N = 137)	35.8	52.6	9.5	2.2	--

SERIES NINE - SPECIAL EDUCATION FINANCE ISSUES

Recommendation 44

Cause the Department of Public Instruction to collect, display, and distribute data comparing incidences of handicapping conditions by unit (district or cooperative) with anticipated incidences from national experience.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	32.2	56.4	4.3	4.3	2.8
REACTIONS BY AREA					
Area 1 (N = 33)	33.3	60.6	3.0	3.0	--
Area 2 (N = 24)	45.8	37.5	12.5	--	4.2
Area 3 (N = 12)	16.7	75.0	--	8.3	--
Area 4 (N = 27)	51.9	40.7	3.7	--	3.7
Area 5 (N = 33)	18.2	60.6	6.1	6.1	9.1
Area 6 (N = 29)	31.0	58.6	3.4	3.4	3.4
Area 7 (N = 27)	25.9	63.0	3.7	7.4	--
Area 8 (N = 26)	30.8	61.5	--	7.7	--
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	32.7	63.5	--	1.9	1.9
HS 75 - 149 (N = 53)	34.0	60.4	3.8	--	1.9
HS 150 - 549 (N = 59)	23.7	57.6	6.8	8.5	3.4
HS 550 & up (N = 43)	44.2	44.2	2.3	4.7	4.7
REACTIONS BY ROLE					
Lay (N = 74)	20.3	64.9	9.5	5.4	--
Professional Educator (N = 137)	38.7	51.8	1.5	3.6	4.4

SERIES NINE - SPECIAL EDUCATION FINANCE ISSUES

Recommendation 45

Consider replacing the present formula for distributing special education aids from a percentage of state average cost to the same percentage of local cost (this would prevent revenue from exceeding expenditures and prevent widely varying support).

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	32.7	48.8	3.8	10.0	4.7
REACTIONS BY AREA					
Area 1 (N = 33)	18.2	69.7	6.1	--	6.1
Area 2 (N = 24)	29.2	54.2	4.2	8.3	4.2
Area 3 (N = 12)	--	50.0	--	33.3	16.7
Area 4 (N = 27)	51.9	40.7	3.7	--	3.7
Area 5 (N = 33)	39.4	48.5	--	12.1	--
Area 6 (N = 29)	34.5	55.2	3.4	3.4	3.4
Area 7 (N = 27)	40.7	33.3	7.4	18.5	--
Area 8 (N = 26)	30.8	34.6	3.8	19.2	11.5
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	36.5	50.0	1.9	3.8	7.7
HS 75 - 149 (N = 53)	24.5	50.9	1.9	15.1	7.5
HS 150 - 549 (N = 59)	25.4	47.5	10.2	13.6	3.4
HS 550 & up (N = 43)	51.2	44.2	--	4.7	--
REACTIONS BY ROLE					
Lay (N = 74)	18.9	56.8	9.5	12.2	2.7
Professional Educator (N = 137)	40.1	44.5	0.7	8.8	5.8

SERIES NINE - SPECIAL EDUCATION FINANCE ISSUES

Recommendation 46 (relate to 45)

Should that mechanism suggested in item 45 be perceived to favor "high cost" districts consider the middle road of averaging state average costs and local costs.

	STRONGLY AGREE	AGREE	NO RESPONSE	DISAGREE	STRONGLY DISAGREE
OVERALL REACTION (N = 211)	17.5	56.9	5.7	14.7	5.2
REACTIONS BY AREA					
Area 1 (N = 33)	18.2	60.6	--	21.2	--
Area 2 (N = 24)	25.0	62.5	--	8.3	4.2
Area 3 (N = 12)	50.0	41.7	--	--	8.3
Area 4 (N = 27)	11.1	63.0	--	14.8	11.1
Area 5 (N = 33)	12.1	54.5	12.1	9.1	12.1
Area 6 (N = 29)	6.9	55.2	13.8	20.7	3.4
Area 7 (N = 27)	18.5	51.9	11.1	18.5	--
Area 8 (N = 26)	19.2	57.7	3.8	15.4	3.8
REACTIONS BY SCHOOL SIZE					
HS 0 - 74 (N = 52)	21.2	53.8	5.8	13.5	5.8
HS 75 - 149 (N = 53)	20.8	56.6	3.8	17.0	1.9
HS 150 - 549 (N = 59)	10.2	67.8	5.1	11.9	5.1
HS 550 & up (N = 43)	20.9	48.8	4.7	16.3	9.3
REACTIONS BY ROLE					
Lay (N = 74)	12.2	66.2	10.8	10.8	--
Professional Educator (N = 137)	20.4	51.8	2.9	16.8	8.0

CONCLUDING REMARKS

Study group members assessed reactions to recommendations in several ways. They analyzed the numerical (percentage) data included on the preceding forty-six pages. Additionally, they constructed a table intended to ascertain a relative "level of disagreement" with FESEND recommendations. Finally, they analyzed notes of verbal comments and written comments made by participants at the eight hearing sites.

The commentary which follows attempts to capture salient points from each of these analysis modes. After a few general observations, this section is organized to follow the sequence of the nine "series" contained in the reaction instrument. A few final observations were required to provide accurate reporting of participants' comments.

Those analyzing the reactions noted two general characteristics of the data, the consistency among respondents and the substantial agreement with recommendations. To be sure, some inconsistency and disagreement did exist. The general pattern of response, however, suggested that some common attitudes exist regarding the nature of educational finance issues and problems. Moreover, common attitudes regarding proper directions to attack recognized problems can be discerned.

Those in front line educational positions (school board members, administrators, teachers) are bedeviled by the consequences of inflation, declining enrollments, and other problems; educational finance in this milieu is a very real concern. Still (and this recognition surfaced at every hearing) there exists considerable positive regard for the recent legislative and state department leadership in addressing the complex financial issues.

The context for the total study and for the hearing process was not one of criticism nor despair (though sometimes there was anger or impatience). Rather, given the complexity and interrelatedness and seriousness of finance issues, the study group perceived hearing participants to be joined in a purposeful "let's keep working on our problems" attitude. "We can't rest on our laurels," one observer remarked.

LEVEL OF DISAGREEMENT WITH FESEND RECOMMENDATIONS

(Item numbers are listed in the body of the table)

Percentage of Respondents Who Disagree or Strongly Disagree	Improve Data Base	Continue to Review and Adjust Finance Program	Review Correspondence Between Intent and Administration	Projections Suggest Planning	Coal Revenue Distribution to Schools	Oil and Gas Revenue Distribution to Schools	Assessment Practices	Disparity and Wealth Neutrality Measures	Special Education Finance Issues
0-5 (Fewer than five percent)	1 6 7 8 9	10 11 12 14	19 20 21		25 26 27 30		32 33 35 36 37 39 41	42 43	
5-10 (At least five per cent but fewer than ten percent)	4 5	15	22		28 29		34 38 40		44
10-15 (At least ten per cent but fewer than fifteen per cent)	2	13 16 17 18				31			45
15-20 (At least fifteen percent but fewer than twenty per cent)	3			23					46
20-25 (At least twenty percent)				24					

What would be a purposeful attack on our problems?

Participants were generally willing and supportive of efforts to "improve the data base." They would generally support improved and more sophisticated accounting practices; this conclusion must be balanced by some critical (even cynical) and not uncommon observations that sophisticated accounting would cost more money and, unless it was made more rigorously consistent, would yield flawed data at a higher price. If we are to improve accounting practices, let us do it thoroughly and do it well. (Some greater reluctance to get excited about or involved in accounting reforms was discerned in the responses from schools in the smaller size categories--see recommendations 3 and 5).

Participants strongly supported periodic data analysis activities of the Department of Public Instruction. Particular interest existed in having legislators analyze data carefully each biennium so that "adjustments" might be considered. Considerable reluctance to consolidate funds was apparent. (See recommendations 12, 13, and 14.) The potential for loss of comprehension and support concerned participants. ("I understand and support a levy for social security payments, but I might not understand nor support the levy if it were folded into a general fund authority.")

Participants agreed that reviewing "correspondence between (legislative) intent and administration" was prudent. There seemed to be a trust that the program would be administered as fairly as possible while, at the same time, there was a recognition that technical changes and adjustments would need to continue. In short, little surprise attended the assertion that these complex laws required some maintenance. There was some apparent disagreement regarding the wisdom of establishing a 20 mill qualifying rate for foundation program participation. (See recommendation 22; 7.1% either disagreed or strongly disagreed with that recommendation.)

The fourth series of recommendations was entitled "Projections Suggest Planning." The first of the two recommendations in the series suggested planning facilitation or planning requirement especially for smaller sized schools; the second suggested

consideration of instituting planning grants. More than any other series, participants questioned these proposed initiatives; moreover, and this is believed to be important, the greatest reluctance seems to be precisely where the perceived need is greatest--the smallest schools. The percentages of "disagree" or "strongly disagree" responses to the two recommendations were 15.2 and 20.9, respectively. On the other hand, the majority opinion, even in the smaller size categories, supported the planning suggestions.

The fifth series suggested changes in "coal revenue distribution to schools." Study team members anticipated sensitivity--probably even suspicion or hostility--when these issues were engaged. (People from out of state may not comprehend how controversial the whole area of "severance taxes" has been over the past several years.) Given that context, study team members were impressed that there seems to be a broad-based readiness to consider the perceived problems with present coal revenue distribution mechanisms. (See responses to, and most particularly the geographic analysis of, recommendations 25 through 30. The least favor was expressed for the "capping" notion suggested in recommendation 28 and in the trust fund suggestion of recommendation 29. Also in items 28 and 29, there does seem to be slight but detectable greater reluctance on these two proposals in the West than is true in the East. Participants from smaller sized districts seemed to evidence greater reluctance about items 27 and 28 than did other participants.) Attention to this problem must occur in a context of comprehension of the "in lieu of property tax" nature of the severance tax.

Participants were not particularly enamored with recommendation number 31, suggesting an "impact basis" for distributing oil and gas revenues. While a majority "agreed" with the recommendation, a substantial fraction (14.6%) disagreed or strongly disagreed. Again some regional reluctance--West manifesting greater reluctance than East--can be detected. Discussion suggested uncertainty regarding whether the change proposed would be a significant improvement.

Participants strongly supported the recommendations relating to "assessment practices." In fact, subsequent discussion at every hearing site suggested profound

concern about the equity of the system. Some comments suggested that the recommendations were too mild in view of the circumstance. Perhaps the vehemence of this attitude can be gauged by observing that well over 50% strongly agreed with several of the assessment related recommendations--a data characteristic which did not occur on other recommendations. Furthermore, concern about assessment practices dominated comments at some hearing sites almost to the exclusion of other topics. When disagreement with recommendations occurred, it seems to have occurred for complex reasons; for instance, 6.6% disagreed or strongly disagreed with the suggestion that the 20 mill equalization factor might be adjusted in light of assessment sales ratio data. Some thought the better solution was to rationalize--equalize--assessment practices so that no data manipulation would be required to secure equity. This seemed to suggest that the problem was "right" but the solution was "wrong".

Recommendations in the eight series, "Disparity and Wealth Neutrality Measures", evoked little comment. A substantial percentage of participants agreed or strongly agreed with the two recommendations. The technical nature of the domain confused some; the perception that "this doesn't concern us" wearied others. Those receiving substantial P.L. 874 impact funds, however, recognized the importance to their districts of state compliance on one or another of these measures. This group urged continuing attempts by State Department personnel to apprise legislators of the predicament.

Participants wished to discuss special education and they did so at every hearing site. The recommendations made regarding special education finance issues, however, did not define nor limit the content of discussion. The problems and perplexities associated with this whole area--especially at this point in time--were labeled as "explosive" by the study team. The recommendations dealt in only a peripheral way with the expressed concerns of the participants--though the participants did wish to know where the local financial liability might end. There was agreement with the recommendations (see recommendations 44, 45, and 46) though there was substantial question regarding proposed redistribution mechanisms. Size of school made a difference on these issues.

Participants from smaller school districts disagreed with recommendation 45 more often than did participants from larger schools; moreover, the shift in disagreement patterns for participants from larger districts when comparing responses to items 45 and 46 (from 4.7% disagree to 25.6% disagree or strongly disagree) underlines the perception that recommendation 45 would have the effect of increasing revenues for larger districts.

Throughout the data analysis efforts, differences by geographic area and by size of school were examined. This effort was not intended to create nor encourage hostility, but rather to consider possible real differences in a sober way. Where real differences were believed to be detected, they were generally noted. Few differences in direction between "professional educator" and "lay" roles were detected. The lay respondents tended toward the center, choosing strongly agree and strongly disagree less frequently than professional educators.

Few participants changed their responses to the instrument subsequent to discussion; in only five instances were such revisions made. Participants commented extensively, however, both by writing (on the instrument in Part III or in subsequent correspondence) and in speaking. Verbal comments from participants at the hearings were recorded by the study group.

Briefly, these observations were made about the written and spoken data. Several criticisms of the hearing process occurred (too little time to consider the recommendations, biased presentation, too much material, insufficient time to prepare by reading the report before reacting). Several compliments were received (you are addressing important issues, we learned a lot, keep up the good work). Other attitudes were expressed:

. . . critical of format (recommendations are too general)

. . . impatient (don't study this any more)

. . . depressed ("Equalization can never be achieved.")

. . . off target ("You have not faced the real problem which is securing additional funds.")

And, of course, there were contradictory assertions ("Close the small school." "Fund the small schools adequately.").

There was difficulty even in cataloging the discussion and comment. Some of it reenforced recommendations or provided corroborating evidence for the appropriateness of the recommendation. Other comments suggested that the study team had ignored important finance problems which needed attention ("Montana-North Dakota reciprocity," "relative contribution of and trends relating to sources of money which make up the state apportionment fund," and "permit and encourage more school bus sizes").

Perhaps the most accurate generalization which could be made about the written and spoken comments was that participants had a great deal to say about what they regard as an important area for citizen attention and participation. Perhaps, too, that is a good place to end this discourse. Hopefully, this exercise in participation will be useful in future policy analysis and legislative efforts intended to enhance equity and effectiveness in financing elementary and secondary education in North Dakota.

APPENDIX A

SURVEY INSTRUMENT

PART I
REACTIONS TO FESEND RECOMMENDATIONS

Instructions: Circle the response which most closely approximates your attitude about the statement

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

(ONE SERIES)

"IMPROVE DATA BASE"

Support the Department of Public Instruction initiative to improve the accounting practices of North Dakota school districts.	1	SA	A	D	SD
Consider accounting for all transportation costs separately from the general fund.	2	SA	A	D	SD
Require districts to distinguish among home-to-school transportation, field trips, and activity trips;	3	SA	A	D	SD
Require districts to include an amortization schedule so that capital costs of buses are uniformly stated, accounted, and attended;	4	SA	A	D	SD
Require districts to assure that the general fund is not contaminated (if the custodian drives the bus, prorate salary between functions).	5	SA	A	D	SD
Where school districts cross county lines, collect and display the contribution of valuation from each county. (Reason: In order to consider any adjusting of levies, this data must be available.)	6	SA	A	D	SD
Cause county and local costs for special education to be reflected accurately in SF01 (Clerk's) report.	7	SA	A	D	SD
Insure that local district budgets contain the fair proportion of the cost of services the district receives from a multi-district unit funded through county and/or state support.	8	SA	A	D	SD
Prevent the same cost from being reported twice -- which can occur easily with a shared service. (Example: District A purchases 40% of a speech therapist's time from District B; District A reports 40% of the salary and District B reports 100% of the salary and an off-setting revenue from District A.)	9	SA	A	D	SD

(TWO SERIES)

"CONTINUE TO REVIEW AND ADJUST FINANCE PROGRAM"

Continue to consider the "educational cost per pupil" statistics every biennium.	10	SA	A	D	SD
Continue to collect and systematize the financial data by size, type and level of school district.	11	SA	A	D	SD
Display longitudinal financial data by size, type, and level of school district so that trends and averages are discernible.	12	SA	A	D	SD
Consider modifying indices on the basis of a group of data (5 years/10 years) rather than on data for a single year.	13	SA	A	D	SD
Investigate other state systems and ideas relating to declining enrollments.	14	SA	A	D	SD
Consider the "small but necessary school" language in laws of other states. (Consider criteria to define the small but necessary or geographically isolated school in North Dakota. (Related to this idea is the disposition that the geographically isolated small school should receive supplemental revenue.)	15	SA	A	D	SD
Reduce the number of separate funds and increase the maximum millage the district can levy for the general fund.	16	SA	A	D	SD
Incorporate the authority given boards by their own "resolution" into their general fund authority.	17	SA	A	D	SD
Review authority of voter-approved funds to determine whether they could be consolidated (fewer funds) or eliminated (incorporated in general fund authority).	18	SA	A	D	SD

(THREE SERIES)

"REVIEW CORRESPONDENCE BETWEEN INTENT AND ADMINISTRATION"

Cause the Department of Public Instruction to clarify elements of the foundation law considered ambiguous or perceived to be administered contrary to legislative intent.	19	SA	A	D	SD
Develop language which creates a set of district indices so that no district can be advantaged nor disadvantaged by being simultaneously both large and small.	20	SA	A	D	SD
Require the counting of students in consistent ways in all districts (K, 1-6, 7-8, 9-12) so that administrators are prevented the potential of manipulating "building sizes" into higher index categories by creative assignment of principal's responsibilities (a corollary of this recommendation would prevent higher indices applied to single grade levels separated into different buildings.)	21	SA	A	D	SD
Consider the possibility of establishing 20 mills as the "qualifying rate" for participation in the foundation program (every district would need to make at least that effort to secure foundation payments).	22	SA	A	D	SD

(FOUR SERIES)

"PROJECTIONS SUGGEST PLANNING"

Facilitate -- even require -- planning which accounts for anticipated enrollments, revenues, staffing, and programs for secondary schools and particularly for high schools with enrollments below 150 students.	23	SA	A	D	SD
Consider instituting "planning grants" which would be greater -- or receive higher priority -- where interdistrict planning was proposed.	24	SA	A	D	SD

(FIVE SERIES)

"COAL REVENUE DISTRIBUTION TO SCHOOLS"

Consider developing an "impact basis" for the distribution of coal revenues to schools in proportion to their impact and in some relationship to analagous revenue generation from property tax.	25	SA	A	D	SD
Consider development of certain partial solutions to predicted problems in distribution of coal revenues to schools if the comprehensive solution suggested above (item 25) proves impossible or undesirable.	26	SA	A	D	SD
Consider impact effects across county lines from extractive activity; develop some system for compensating extraordinary impact for students residing close to -- but not in -- counties of extraction.	27	SA	A	D	SD
Consider capping per pupil payments from mineral taxes at some level which avoids the argument of other than "uniform" treatment, that is where support is in some relationship to analagous support which would have occurred had an increment in valuation occurred.	28	SA	A	D	SD
Where (if) capping is adopted, consider creation of a trust fund for compensation following depletion for phase down or phase out costs.	29	SA	A	D	SD
Consider developing a forward funding mechanism to permit revenue distribution for general operating purposes during construction phases of coal activity.	30	SA	A	D	SD

(SIX SERIES)

"OIL AND GAS REVENUE DISTRIBUTION TO SCHOOLS"

Should an "impact basis" be adopted for the distribution of coal revenues to schools, consider the utility of a study to determine, <u>retroactively</u>, school costs associated with oil and gas impacts. (Preliminary study suggests that process will not be easy nor will its results be precise. 31 SA A D SD

(SEVEN SERIES)

"ASSESSMENT PRACTICES"

Seek equity in assessment practices. (The ideal -- and idealistic -- solution to several related educational finance problems is to have an equitable, agreed upon system consistently administered and enforced. Approximating equity through applications of assessment-sales ratio data or other manipulations may be more practical, but, nevertheless, second best.)	32	SA	A	D	SD
Improve the amount and quality of data necessary to more closely approach equity through data adjustments.	33	SA	A	D	SD
Seek valid assessment -- sales ratio data to test the fidelity of assessment practices.	34	SA	A	D	SD
Supplement assessment-sales ratio data by appraisal data where needed.	35	SA	A	D	SD
Provide and require training for assessors.	36	SA	A	D	SD
Create sufficient authority so that officials can secure data needed to ensure accuracy and equity.	37	SA	A	D	SD
Consider adjusting the 20 mill equalization factor so that those districts assessing above state average are not penalized by oversized foundation program entitlement reductions.	38	SA	A	D	SD
Adjust "limits" on funds or capacities (such as bonded debt capacity) where "limits" have been eroded by changing true value -- assessed value relationships.	39	SA	A	D	SD
Consider permitting funds or capacities to grow by fixed percentages (if the true value -- assessed value relationship had remained constant, this growth potential would have occurred automatically).	40	SA	A	D	SD
Isolate and address the special case of capital fund inadequacies. (Create capacity to construct needed facility -- subject to the continuing restrictions of local choice -- by increasing debt capacity, or by increasing the size of and the amount available from the State School Construction Fund or by creating new mechanisms for funding capital expenditure, or some combination of the above.)	41	SA	A	D	SD

(EIGHT SERIES)

"DISPARITY AND WEALTH NEUTRALITY MEASURES"

Continue to study statistics showing disparity in expenditure or revenue among districts and wealth neutrality so that actions to reduce disparity or increase wealth neutrality can be considered.	42	SA	A	D	SD
Cause disparity and wealth neutrality data to be collected and displayed systematically (at least annually) so that affected schools and legislators can comprehend state performance.	43	SA	A	D	SD

(NINE SERIES)

"SPECIAL EDUCATION FINANCE ISSUES"

Cause the Department of Public Instruction to collect, display, and distribute data comparing incidences of handicapping conditions by unit (district or cooperative) with anticipated incidences from national experience.	44	SA	A	D	SD
Consider replacing the present formula for distributing special education aids from a percentage of state average cost to the same percentage of local cost (this would prevent revenue from exceeding expenditures and prevent widely varying support.	45	SA	A	D	SD
Should that mechanism be perceived to favor "high cost" districts consider the middle road of averaging state average costs and local costs.	46	SA	A	D	SD

PART II
DEMOGRAPHICS

1. Name the county in which your high school building is located. _____

2. Counties are grouped into eight (8) areas for comparisons. What is the number of the area where your high school is located? _____

   (If your home is in one area but your school is in another area, use your school location for the answer.)

Area 1	Area 2	Area 3	Area 4
Burke	Bottineau	Benson	Grand Forks
Divide	McHenry	Cavalier	Griggs
Dunn	McLean	Eddy	Nelson
McKenzie	Pierce	Foster	Pembina
Montrail	Renville	Ramsey	Steele
Williams	Rolette	Towner	Traill
	Sheridan	Wells	Walsh
	Ward		

Area 5	Area 6	Area 7	Area 8
Adams	Burleigh	Dickey	Barnes
Billings	Emmons	Kidder	Cass
Bowman	Grant	La Moure	Ranson
Golden Valley	Mercer	Logan	Richland
Hettinger	Morton	McIntosh	Sargent
Slope	Oliver	Stutsman	
Stark	Sioux		

3. What is the size of your high school? That is, how many students are there in Grades 9-12 (if you do not know, please list your high school and we will check the number).

   Check one: 0 - 74 _____
   75 - 149 _____
   150 - 549 _____

   Or list your high school _____
   Or if you live in a non-operating, rural one room or graded elementary district, check here _____

4. Check the one blank which best describes your association with public education...

"Lay Citizen"	"Professional Educator"
_____ School Board Member	_____ School Administrator (Superintendent, Principal, etc.)
_____ School Board Clerk	_____ School Teacher
_____ Other School Patron	_____ Other School Professional (County Superintendent of Schools, College Professor, etc.)

5. Age of respondent (check one).

   Under 30 _____ 50 - 60 _____
   30 - 40 _____ Over 60 _____
   40 - 50 _____

6. Do you have children currently attending public school?

   Yes _____
   No _____

PART III
INDIVIDUAL REACTION AND COMMENT

PART III (Cont.)
RESPONSE AFTER DISCUSSION

Statement Number

_____	SA	A	D	SD
_____	SA	A	D	SD
_____	SA	A	D	SD
_____	SA	A	D	SD
_____	SA	A	D	SD
_____	SA	A	D	SD

APPENDIX B

HEARING PARTICIPANTS

WILLISTON (3/26/79)

1.	Leon B. Olson	Williston
2.	B. J. Mosher	Mandaree
3.	Leo Simonson	Grenora
4.	M. A. Ulland	Grenora
5.	Lorraine Johnson	Alamo
6.	Eugene Burns	Epping
7.	M. J. Haugse	Alamo
8.	Norman Gaffrin	Alamo
9.	Char Hodenfield	Ray
10.	Cleo Furuseth	Williston
11.	Betty McCoy	Williston
12.	Norris W. Wilson	Tioga
13.	Robert Feiring	Powers Lake
14.	Roger T. Sanders	Alexander
15.	John Mrachek	Alexander
16.	Paul Pearson	Alexander
17.	Alvin H iland	Alamo
18.	Lawrenc e Muller	Grenora
19.	Annett Johnson	Williston
20.	Doug Dyquist	Williston
21.	Jim Leinen	Williston
22.	Art Johnson	Ray
23.	David Hartsoch	Ray
24.	Glenn Lokken	Ray
25.	Ron Broeker	Watford City
26.	Bill Snyder	Williston
27.	Mike Ross	Williston
28.	Larry Getz	Trenton

DICKINSON (3/27/79)

1.	Mrs. John J. Mischel	Richardton
2.	Elmer Dukart	Gladstone
3.	Gene Brose	Dickinson
4.	Phillip Messer, Jr.	Richardton
5.	Donovan Benzie	Dickinson
6.	Don Herbel	Hebron
7.	Harry H. Klick	Hebron
8.	Walt Hoff	Belfield
9.	Calvin Sailer	South Heart
10.	Norman Jesperson	Dickinson
11.	Mildred Jennings	Hettinger
12.	Doris E. Dietz	Beach
13.	Oscar Peterson	Mott
14.	R. L. Burda	Dickinson
15.	D. W. Haney	Dickinson Trinity
16.	Clarence Corneil	Dickinson
17.	Milo Dullum	Dickinson
18.	Sam Kessler	Belfield
19.	Corenne Krieg	Dickinson
20.	Lewis A. Wolf	Scranton
21.	W. E. Solberg	Bowman
22.	Ray E. Frank	Killdeer
23.	Clarence Storseth	Dickinson
24.	Sylvia Lillibridge	Billings County
25.	Don Stoxen	Dickinson
26.	Peg Berquist	Rhame
27.	D. Mitchell	Medora
28.	Gordon Paulsen	Dickinson
29.	Sig Schaper	Halliday
30.	Ron Torgeson	Bismarck
31.	Andrew Schmidt	South Heart
32.	Lloyd Hendrickson	Halliday
33.	Lana O'Brien	Medora
34.	Darrel A. Remington	Regent
35.	Morris Martin	Richardton
36.	C. B. Haas	Dickinson
37.	Ross Julson	Dickinson
38.	Ken Hueske	Richardton
39.	Dick L. Clute	Richardton
40.	Vivian Nordby	Amidon

HAZEN (3/28/79)

1.	Rolland Larson	New Salem
2.	Joe Crawford	Hazen
3.	Bryan Dinkins	Hazen
4.	Clara Frettig	Stanton
5.	Dale T. Gilje	Beulah
6.	John F. Schmitz	Stanton
7.	Orland Kruckenberg	Stanton
8.	Frances Gutnecht	Hazen
9.	Keith Lutz	Elgin
10.	Don Emch	Flasher
11.	Jim Streifel	Carson

MINOT (3/29/79)

1.	Cecil Roberts	Carpio
2.	Joan Otto	Mohall
3.	Robert Abrahamson	Bottineau
4.	Dean Koppelman	Willow City
5.	Duane M. Paulsrud	Maxbass
6.	Clarence Weltz	Parshall
7.	Larry Brandvold	Newburg/Kramer
8.	Gordon Olson	Minot
9.	Elmer C. Johnson	Minot
10.	Glenn Niss	Minot
11.	F. D. Andrist	Deering
12.	Everett Stromme	Kenmare
13.	Terry McLeod	Glenburn
14.	Bill Maxwell	Sawyer
15.	Don Christianson	Sherwood
16.	S. L. Tuchscherer	Drake
17.	R. W. Buchholz	Anamoose
18.	Dick Skarperud	Westhope
19.	W. Ray Stewart	Stanley
20.	D. B. Whitson	Minot
21.	Ron Hauf	North Shore-Makoti
22.	Edward Mundy	Minot
23.	Lowell Latimer	Minot

DEVILS LAKE (3/30/79)

1.	Dale Bader	Rugby
2.	Kenneth E. Anderson	Rolette
3.	David Monson	Nekoma
4.	Lloyd Gjovik	Binford
5.	John Hvidsten	Leeds
6.	Duane Darling	Michigan
7.	J. O. Flaagan	Crary
8.	Colin Barstad	Minnewaukan
9.	D. Allen Halley	Rock Lake
10.	Richard Kunkel	Devils Lake
11.	Larry Klundt	Minnewaukan
12.	Dick Konzak	Devils Lake
13.	Carl Selvig	Alsen
14.	Leonard Bubach	Maddock
15.	Ardon Herman	Leeds
16.	Basil Duffey	Petersburg
17.	Landy Thomas	Belcourt
18.	Dorothy Laverdure	Belcourt

STEELE (3/30/79)

1.	Al Koppang	Bismarck
2.	Virgil R. Erdelt	Steele
3.	Merwyn Krein	Goodrich
4.	Westly Weible	Goodrich
5.	Judy Fettig	Steele
6.	Lawrence Lohman	Strasburg
7.	Sam R. Lacher	Bismarck
8.	LaVonne Johnson	Kintyre
9.	David Blackstead	Bismarck
10.	Vic Solheim	Bismarck
11.	William Julson	Linton
12.	Raymond Kelsch	Linton
13.	Don Hohmann	Medina
14.	Dan Bauer	Jud
15.	Alan Bergman	Jud
16.	Daryl D. Nelson	Driscoll
17.	Burton Johnson	Steele
18.	John N. Roscoe	Zeeland
19.	Peter J. Wergel	Zeeland
20.	Robert Huber	Zeeland
21.	Delmar D. Zimmerman	Wishek
22.	Marvin Huber	Wishek
23.	Ona Welder	Napoleon
24.	John J. Kambeitz	Napoleon
25.	Charles Carpenter	Wing
26.	Dennis Carter	Robinson
27.	Dale Kongslie	Tuttle
28.	Gil Holle	Napoleon
29.	Allan Opoien	Lehr
30.	Eugene Aman	Lehr
31.	Bob Licari	Mandan
32.	Gordon Berge	Mandan
33.	James Vetter	Driscoll
34.	Glen Aichele	Driscoll
35.	V. A. Lein	Driscoll
36.	J. D. Pfeifer	Tappen
37.	Robert E. Fischer	Hague
38.	Walter Baumgartner	Hague
39.	Alvin Tschosik	Linton
40.	Isedor Zimmerman	Dawson
41.	Gloria Kimmet	Tappen
42.	Gerald Roth	Bismarck

GRAFTON (4/2/79)

1.	Rick Herbel	Neche
2.	Earl J. Brekke	Grafton
3.	Julian Bjornson	Grafton
4.	James H. Maxwell	Grafton
5.	Carl Carlson	Grand Forks
6.	Eddie G. Kopperud	Grafton
7.	Dale Peterson	Grafton
8.	Marilyn Holo	Hillsboro
9.	Lois Olson	Grafton
10.	Mike Polovitz	Grand Forks
11.	Duane Taylor	Grand Forks
12.	Lynn Flanagan	Grafton
13.	Burton Nygren	Grand Forks
14.	Mel Olson	Cavalier
15.	Richard Lavik	Walhalla
16.	Norman Bakke	St. Thomas
17.	Chris Paustian	Grafton
18.	Wallace Feltman	Grafton
19.	Jerry Suda	Grafton

VALLEY CITY (4/2/79)

1.	Nick Roster	Oakes
2.	Foster Hager	Finley-Sharon
3.	Bob Fenno	Verona
4.	Casper Kourajian	Litchville
5.	Elmer Schweitzer	Gackle
6.	Kathy Baldner	Gackle
7.	Clifford Rau	Hankinson
8.	Louise Olson	Wyndmere
9.	Dennis Nathan	Wyndmere
10.	Kenneth A. Lanier, Sr.	Fingal
11.	Douglas Grove	Wimbledon
12.	Barton Thompson	Valley City
13.	Gary J. Nelson	Casselton
14.	Gary W. Nelson	Casselton
15.	Keith Maischke	Casselton
16.	Gene Aderberg	Casselton
17.	Duane Carlson	Fargo
18.	Joan Miller	Fargo
19.	Jerry Tjaden	Casselton
20.	Gerald Christianson	Valley City
21.	Russ Kronberg	Kathryn
22.	Ralph Erdsvig	Kathryn
23.	Mike Montplaisir	Valley City
24.	Art Morlock	Hillsboro
25.	Jack Hansen	Hillsboro
26.	Ruth Rust	Hillsboro
27.	Bruce Bohnsack	Hillsboro
28.	Dale Fuhrman	Milnor
29.	Bruce Burd	Hillsboro
30.	Homer Martinson	Milnor
31.	Jack Fuller	Hannaford
32.	Robert E. Sheppard	Northwood
33.	H. L. McLain	Hatton
34.	Glenn Schimke	Wahpeton
35.	Levi Carlson	Enderlin
36.	Ronald P. Wendel	Maple Valley
37.	Doug Oglesby	Enderlin
38.	Gary Olson	Rogers
39.	Eldon Johnson	Kathryn
40.	Kirk Hansen	Ellendale